

## Textbooks and Supplemental Materials Handout:

Team JJAEP 8-4-2021

### Team JJAEP: Textbooks and Supplemental Materials

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August 4, 2021

### Agenda

- **Partners Resource Network – Linda Westrick**
- **TEA Services and Supports:**
  - Instructional Materials
  - Texas Home Learning
  - TEA Gateway Applications
  - Mental Health and Behavioral Health
  - Grief Informed & Trauma Informed Practices
  - Substance Abuse Prevention and Intervention
  - Texas Youth Hotline
  - Restorative Discipline Practices in Texas
  - Discipline Data Products Overview
  - Adapting Instruction

### Agenda: Miscellaneous Resources

- US Department of Education Resources at Ed.gov:
  - National Center on Safe Supportive Learning Environments
- Travis County Youth Substance Abuse Prevention Coalition
  - Autonomous but Not Alone: Navigating Students through Drug-Related Risk
- Supporting Your Children's and Teens' Home Learning: Retelling a Story Using a Graphic Organizer
- Talking Book Program/National Library Services/Library of Congress
- Council for Exceptional Children
- Education Service Centers

## Agenda: Additional Opinion Resources:

- Only 15 Students Showed Up for Online Class. Then, Teachers Got Creative
- What We Learned About Teachers During the Pandemic: A Series
- Students Speak Out: 'We Need Mental Health Days'
- When Teachers and School Counselors Become Informal Mentors, Students Thrive
- Teaching Profession: Why Teacher-Student Relationships Matter
- Five Teacher-Recommended Strategies to Support Students With Learning Differences

# Welcome!



**Services and  
Supports:  
Academic and  
Behavioral Health  
and Well-being**

## • Instructional Materials

- <https://tea.texas.gov/academics/instructional-materials>
- The TEA Instructional Materials and Implementation Division provides support and coordination for the review, adoption, and distribution of state-adopted instructional materials, and administers the [Technology and Instructional Materials Allotment](#) (TIMA). Each Texas district and open-enrollment charter school is entitled to a portion of TIMA funds, which are accessed through EMAT to cover instructional materials and allowable related expenses.

- **Instructional Materials and Implementation Division**  
1701 North Congress Avenue, Room 3-110  
Austin, Texas 78701-1494

## Texas Home Learning

<https://texashomelearning.org/content-by-grade-level>



Grades 6 – 8

Grades 6-8 Instructional Materials

Reading Language Arts ELA Supplement Math



Grades 9 – 12

Reading Language Arts Math



Register Here



The **Odell Education Texas High School Literacy Program** is designed to be flexible to account for the various scheduling and instructional needs across Texas high schools. The complete program includes a "Foundation Unit" for the beginning of the year of each grade and an "Application Unit" for the end of the year. "Development Units" can be chosen from 5 available options - with varying numbers of days per unit - for the remaining units to complete the scope and sequence.

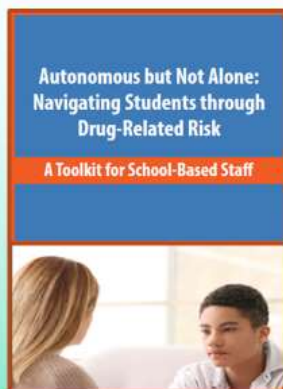
## TEA Sponsored Link: TEA Gateway Applications

- You can use your Gateway Pass account to access TEA Gateway Applications, including the Texas Gateway for Online Resources, Gateway Courses, and the Texas CTE Resource Center.
- **Sign up**
- Gateway Pass Account sign up link:
- <https://pass.texasgateway.org/register/?destination=https%3A%2F%2Fwww.texasgateway.org%2Fresource%2Fprevention-and-awareness-human-trafficking-school-aged-children>

## Substance Abuse Prevention and Intervention

- **Travis County Youth Substance Abuse Prevention Coalition**
  - Strengthening collaboration among community partners that support efforts to prevent or reduce youth substance abuse
  - Autonomous but Not Alone: Navigating Students through Drug-Related Risk
    - *A Toolkit for School-Based Staff*

<https://tea.texas.gov/about-tea/other-services/mental-health/substance-abuse-prevention-and-intervention>



The Toolkit stresses the importance of building relationships and using a harm reduction approach to help empower youth to avoid and reduce risk.

## Restorative Discipline Practices in Texas

The *Seeing Circles* video series shows an example of a Restorative Circle, a type of Restorative Discipline practice.

<https://www.texasgateway.org/resource/restorative-discipline-practices-texas>

## Discipline Data Products Overview

- The Discipline Data Products are downloadable reports and files. The statistics in these products are extracted or calculated from the data collected through the Public Education Information Management System (PEIMS). They are grouped into four categories:
- Discipline Reports
- Discipline Action Group Summary Reports
- TAKS Assessment Reports for Students in Discipline Settings
- STAAR Assessment Reports for Students in Discipline Settings



Teachers – Our Heroes





## Only 15 Students Showed Up for Online Class. Then, Teachers Got Creative

When COVID-19 closed school buildings, teachers worked to exhaustion but also felt proud

Edweek.org: [Student Well-Being](#)

## When Teachers and School Counselors Become Informal Mentors, Students Thrive

- For years, the research has been clear: [Teacher-student relationships matter](#). And now, a new working paper shines more light on just how important these relationships can be for students' academic success.

## Council for Exceptional Children

### • Resources for Teaching Remotely:

- Webinar: Teaching Online During COVID-19
- veteran online instructors help identify steps to move online and strategies for adapting the lessons already in motion to this new format. They will share a distilled set of simple, impactful tips as well as resources and tools available to you during the transition.
- Teaching Special Education Online During COVID-19

## Education Service Center Websites

### ESC12- Dyslexia Support list:

<https://www.region10.org/programs/dyslexia-statewide/covid-19-dyslexia-support/>

- Accommodating Learners
- [Accommodations for Virtual Platforms for Students with Disabilities](#)
- [Office of Civil Rights: Webinar on Online Education and Website Accessibility](#)

## ESC10 – Dyslexia Resources

When I had dyslexia, they didn't diagnose it as that. It was frustrating and embarrassing. I could tell you a lot of horror stories about what you feel like on the inside. Keep pitching! Don't let failure of your last pitch affect the success of your next pitch.

— *Nolan Ryan*

Dyslexia Helpline: 1-800-232-3030

SpedTex Helpline: 1-855-773-3839

**LIBRARY**  
LIBRARY  
OF CONGRESS



WATCH  
Library Stories: Stephanie Stillo on the Contents of Lincoln's Pockets

### Trending

Top Searches: [Baseball](#) / [New Orleans](#) / [Civil War Photographs](#) / [Frederick Douglass](#) / [Civil Rights](#) / [Maps](#)

## Talking Book Resources

- <https://www.tsl.texas.gov/tbp/index.html>
- The **Talking Book Program** (TBP) provides free library services to qualifying Texans with visual, physical, or reading disabilities. TBP is part of the National Library Service to the Blind and Print Disabled, a program administered by the Library of Congress. The TBP collection consists of more than 100,000 titles, including hundreds of titles in Spanish, and some in French, German, Russian, and other languages.
- <https://www.loc.gov/nls/>
- National Library Service (NLS) is a free braille and talking book library service for people with temporary or permanent low vision, blindness, or a physical disability that prevents them from reading or holding the printed page. Through a national network of cooperating libraries, NLS circulates books and magazines in braille or audio formats, delivered by postage-free mail or instantly downloadable.

## Mental Health and Well-Being

### *Teenagers Say Depression and Anxiety Are Major Issues Among Their Peers*



A mural in downtown Denver in 2017, sponsored by the California-based health system Kaiser Permanente. Seven in 10 American teenagers said that mental health was a big issue among people their age. (J. J. Siskowski/The Denver Post, via Getty Images)

By Karen Zraick

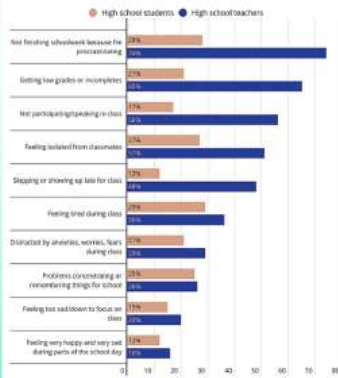
Feb. 20, 2019

The New York Times



### Problems in Schools

Are you (your students) experiencing any problems in school (either remote or in-person) more now than you did in January 2020? Select all that apply.



SOURCE: EdWeek Research Center survey, 2021

Mental Health and Trauma Informed Information  
<https://www.texasprojectrestore.org/>



<https://tea.texas.gov/about-tea/other-services/mental-health/mental-health-and-behavioral-health>

TEA Mental Health Resources   TEA Website   Contact TEA   Sign Up For Updates

### Mental Health and Behavioral Health 5<sup>th</sup> Annual Advancing Behavioral Health Collaboration Summit: Advancing Wellness and Resiliency in Education

Participation is encouraged for professionals working in education service centers, local education agencies, state agencies and community organizations who desire to support schools, learn from colleagues, and strengthen student mental health in Texas. Please join us!

10:00 am - 1:00 pm Each Thursday in September

Register for the free, virtual Summit  
 here: <http://bit.ly/ABCSummit21>

- **Mental Health Plans and Reports**
- [TEA Statewide Plan for Student Mental Health](#) (December 2020)
- [The Collaborative Task Force on Public School Mental Health Services](#) (November 2020) External Report
- **Hotlines and Links to Mental/Behavioral Health Supports in Texas**
- **National Suicide Prevention Lifeline (800-273-8255) (800-273-TALK)**

*Ed.gov: Safe Supportive Learning Environments*

<https://safesupportivelearning.ed.gov/>

National Center on Safe Supportive Learning Environments



Safe Supportive Learning  
Engagement | Safety | Environment

*Ed.gov: Safe Supportive Learning Environments*



## Ed.gov: Safe Supportive Learning Environments



## Ed.gov: Trauma Sensitive Schools Training Modules



- <https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools>

### Featured Resources

#### Addressing the Risk of Violent Behavior in Youth

##### Guides and Training Products

- Creating a Safe and Respectful Environment in Our Nation's Classrooms
- Trauma-Sensitive Schools Training Package
- Addressing the Root Causes of Disparities in School Discipline
- Safe Place: Trauma-Sensitive Practice for Health Centers Serving Higher Education Students

All Guides and Training Products »

##### School Climate Improvement Tools

- ED School Climate Surveys (Latest VM Update: 4/28/2021)
- School Climate Improvement Resource Package
- Directories of Federal School Climate and Discipline Resources

### DID YOU KNOW?

According to research published in 2018, when middle school teachers welcomed students, student engagement increased and disruptive behavior decreased.

LEARN MORE

# Miscellaneous Resources/ Additional Opinion Resources

Edweek.org: Student Well-Being

## Students Speak Out: 'We Need Mental Health Days'

• By [Catherine Gewertz](#) — June 24, 2021

- Even before the pandemic set in, alarming numbers of young people were suffering from mental illnesses such as anxiety and depression. The stress of COVID-19 has exacerbated those struggles. Schools are working on ways to support students' emotional trauma, including allowing excused absences for mental health days. Education Week asked five students how they felt during the pandemic, and what role mental health days might play in helping students nationwide.

Edweek.org: Student Well-Being

## Students Speak Out: 'We Need Mental Health Days'

- We really need excused mental health days. — Sara Falluji
- I really could have used mental health days. I was absolutely stressed out. I would have spent a day meditating, figuring out what I need to do to get back to me. — Karla Pickett
- Kids don't feel supported by counselors. They don't feel welcome. They see a counselor, they rush through a checklist and get them out the door as fast as possible. We created a coalition called [DMV Students for Mental Health Reform](#) — legislation for MH days. — Ben Ballman
- The most important thing schools can do is find some way to listen to student feedback about mental health. — Kylee Linnell
- It's actually a time where you need to treat your mental well-being like you do your physical well-being. — Amber Kiricoples



## Classroom WISE:

### Well-being Information and Strategies for Educators

- The South Southwest MHTTC can help your school....
  - Plan for implementation of Classroom Wise
  - Plan for your Safe and Supportive School Program and identify how Classroom Wise fits in
  - Identify additional tools, resources, or professional development that can support student wellness

[www.classroomwise.org](http://www.classroomwise.org)

### Classroom WISE: Well-being Information and Strategies for Educators

- Promoting mental health and well-being of students
  - Creating safe and supportive classrooms
  - Bringing mental health into the classroom and addressing stigma
  - Fostering social emotional competencies



Edweek.org: Special Education Opinion  
 Five Teacher-Recommended Strategies to Support Students With Learning Differences

- 'Do It, Speak It, Link It, & Own It!'
- Relationships

**“**  
 I have found colors to be a lifesaver in the classroom!  
Anthony Hall  
 Classroom Teacher

**“**  
 Co-teaching, in my estimation, is the single most effective instructional strategy for students with learning challenges.  
Lisa Dent  
 Educator/Coach

**“**  
 There is a direct relationship between an increase in wait time and student participation for all learners.  
Julia M. Gentry  
 Classroom Teacher

**“**  
 Let the learning hop, jump, and skip beyond the textbook into inclusive places in each student's heart and world.  
Tanya Williams  
 Classroom Teacher

[Linda Westrick:](#)

PRN survey link please respond: <https://forms.gle/cHBoWPbDncCYKZ517>



Linda's email: outreachcoordinatorprn@gmail.com



# Instructional Materials

<https://tea.texas.gov/academics/instructional-materials>

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1701 North Congress Avenue, Room 3-110

Austin, Texas 78701-1494

[Order Instructional Materials](#)

[Find Accessible Materials](#)

[EMAT Training and Instructions](#)

[Visit the Publisher Portal](#)

[The Review and Adoption Process](#)

[Visit the ESC Portal](#)

<https://texashomelearning.org/>

# Texas Home Learning

<https://texashomelearning.org/content-by-grade-level>



Grades 6 – 8

## Grades 6-8 Instructional Materials

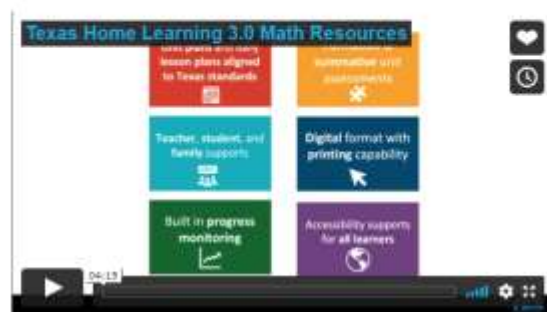
Reading Language Arts

ELA Supplement

Math



Register Here



## Grades 6-8 Instructional Materials

Reading Language Arts

ELA Supplement

Math



Register

Sign In

6. Enhance  
your instruction  
with this tool.



## Grades 6-8 Instructional Materials

Reading Language Arts RLA Supplement Math



[Register](#)
[Sign In](#)

[3-Minute Registration Walkthrough](#)



### Professional Learning

- Materials Overview and Release
  - Part 1 | [Recording | Slides](#)
  - Part 2 | [Recording | Slides](#)
- Implementation Training for Districts | [Recording | Slides](#)
- Technology Support | [Learn More](#)



### Course Overview

- [Product Overview](#)
- Favorite Features
  - [Academic Discussion Reference Guide](#)
  - [Text Note-Taking Tool](#)
- Printing Guidance
  - [Self-Print Guide](#)

### Sample Materials

- [Unit Plan](#)
- [Unit Assessment](#)
- [Lesson Plan \(Student View\)](#)
- Family Supports
  - [Parent Guide](#)

### Professional Learning

- Materials Overview and Release
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  - Part 2 | [Recording | Slides](#)
- Implementation Series | [Recording and Resources](#)
- Technology Support | [Learn More](#)

## Unit Snapshot

Subject	Grade	Unit	Available	Minutes	Days
RLA	9	Unit 1: Romeo and Juliet	Now	50 min	45
RLA	9	Unit 2: Photojournalism	Now	50 min	47
RLA	9	Unit 3: The Book of Unknown Americans	Now	50 min	41
RLA	9	Unit 4: Global Food Production*	Now	50 min	42
RLA	9	Unit 5: Application Unit	Now	50 min	40
RLA	9	Unit 6: Foundation Unit	June	50 min	35
RLA	9	Unit 7: The Odyssey	July	50 min	36

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## Mental Health and Trauma Informed Information

<https://www.texasprojectrestore.org/>

### **Trauma-Informed Training Series**

As a result of school closures and remote learning due to the COVID-19 pandemic, students have been at higher risk of exposure due to adverse childhood experiences and first hand exposure to the effects of COVID-19. We also know that many educators have themselves experienced a prolonged state of stress over the course of the pandemic and share many of the concerns regarding loss of safety, health and predictability as students upon the return to school.

That's why TEA has launched Project Restore and this trauma-informed training video series, which is designed to address these extraordinary and unprecedented needs and connect you to relevant science and strategies that can help you address your own emotional needs as well the needs of your students and colleagues. This series will help educators create an environment that jump starts teaching and learning and drives student achievement.

<https://tea.texas.gov/about-tea/other-services/mental-health/mental-health-and-behavioral-health>

## **Mental Health and Behavioral Health**

### **5<sup>th</sup> Annual Advancing Behavioral Health Collaboration Summit**

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[The Collaborative Task Force on Public School Mental Health Services](#) (November 2020) External Report

[Hotlines and Links to Mental/Behavioral Health Supports in Texas](#)

**National Suicide Prevention Lifeline (800-273-8255) (800-273-TALK)**

[Mental Health Resources for School-Aged Children – Find Your Local Community Mental Health Center](#)  
[MentalHealthTX.Org – About Mental Health Coordination in Texas and State Resources](#)

[Best Practice Resources for Schools](#)

The Health and Human Services Commission (HHSC) and Department of State Health Services (DSHS) coordinate with the Texas Education Agency (TEA) and Education Service Centers (ESCs) annually to update a list of recommended best-practice programs, and research-based practices, for public school implementation. These lists include important practices and programs for school leaders to consider for implementation to support academic achievement. General Information is provided here on the statutes addressed by the Best Practice Resources and the process used to develop the list.

[Building Skills Related to Managing Emotions, Establishing and Maintaining Positive Relationships, and Responsible Decision-Making](#)  
[Early Mental Health Prevention and Intervention](#)  
[Grief-Informed and Trauma-Informed Practices](#)



## Positive Behavior Interventions and Supports

### Positive Youth Development

### Safe, Supportive and Positive School Climates

### Substance Abuse Prevention and Intervention

### Suicide Prevention, Intervention and Postvention

Educator Preparation Programs (EPP) Resources (This page provides specific information to meet statutory requirements for Educator Preparation Programs.)

General Information:

**The list below may support implementing the following legislation from 86R and Texas Education Codes (TEC):**

Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention | [TEC 38.351](#) » H.B. [18](#), Sec. 1.21

Multi-hazard Emergency Operations Plan; Safety and Security Audit | [TEC 37.108](#) » S.B. [11](#), Sec. 10

Trauma-Informed Care Policy, [TEC 38.036](#)

Required Curriculum | [TEC 28.002](#) » S.B. [11](#), Sec. 7

School Safety Allotment | [TEC 42.168](#) » S.B. [11](#), Sec. 20

School Health Advisory Council | [TEC 28.004](#) » S.B. [11](#), Sec. 8

Staff Development Requirements | [TEC 21.451](#) » H.B. [18](#), Sec. 1.05

Threat Assessment and Safe and Supportive School Program and Team | [TEC 37.115](#) » S.B. [11](#), Sec.13

<https://tea.texas.gov/about-tea/other-services/mental-health/building-skills-related-to-managing-emotions-establishing-and-maintaining-positive-relationships-and-responsible-decision-making>

## **Building Skills Related to Managing Emotions, Establishing and Maintaining Positive Relationships, and Responsible Decision-Making**

Programs listed below help students develop the skills necessary to support student academic success. Skill-building lessons included in these programs help students gain the ability to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Programs and practices on this list help educators to boost conditions for learning in a school. The list includes additional registries for deeper learning about evidence-based resources and practices.

Schools can help students build important personal-interpersonal-emotional-behavioral and responsible decision-making-related competencies through targeted classroom lessons or by developing schoolwide policies and practices infused into every part of the student's daily school experience. Measures are available to help students and educators gauge progress.

Children's emotions in school are connected to their learning and academic achievement. There is a large and growing body of evidence as well as available programs to integrate into classrooms to teach these competencies.

Below are approved building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making trainings, frameworks, interventions, registries, and supplemental programs. Intended audiences and resource type definitions are also listed below.

96 resources in alpha order:

Program Name (in ABC order with website hyperlink)	Description	Type of Resource	Audience
<a href="#">3 Bold Steps in Action</a>	Activities and tools show how 3 Bold Steps can help create positive, lasting change to <ul style="list-style-type: none"> <li>o prevents bullying,</li> <li>o promotes social emotional learning in early childhood,</li> <li>o promotes student mental health, and</li> <li>o prevents youth substance abuse</li> </ul>	Supplemental	Educator  PSC  SSS  BHC  Administrator
<a href="#">Youth Thrive</a>	Puts research knowledge on adolescent brain health into action by shifting attention away from a primary focus on risk reduction toward one that builds those Protective and Promotive Factors associated with risk reduction and promotion of youth well-being. Identifies key characteristics and conditions associated with youth well-being, such as: Youth Resilience, Social Connections, Knowledge of Adolescent Development, Concrete Support in Times of Need, and Cognitive and Social-Emotional Competence. Includes practices that are implemented in the classroom. Length of time varies for school wide implementation. Initial training is 3-4 days.	Framework	Educator  PSC  SSS  Administrator

## Intended Audiences:

**Educators** - A person who works in a classroom setting who is responsible for teaching or a person who supports classroom teachers by directly advancing the integrated social, emotional and behavioral health of students within their specific role. A program, practice, training, or resource in this category may also be applicable to other multi-disciplinary school personnel, such as nurses, behavior coordinators, coaches, classroom aides, behavior specialists, bus drivers, lunch personnel, etc.

**Professional School Counselor (PSC)** – A person, who holds a school counselor certificate in the state of Texas who has successfully complete a school counselor preparation program that meets the requirements of §239.10 of this title (relating to Preparation Program Requirements) and §239.15 of this title (relating to Standards Required for the School Counselor Certificate), successfully complete the examination based on the standards identified in §239.15 of this title; holds, at a minimum, a 48-hour master's degree in counseling from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board; and has two creditable years of teaching experience as a classroom teacher, as defined in Chapter 153, Subchapter CC, of this title (relating to Commissioner's Rules on Creditable Years of Service) and the Texas Education Code, §5.001(2)."

**Student Support Staff (SSS)** - A person working to provide supports for student mental and behavioral health needs. Personnel who work in this category can include LSSPs, Social Workers, School Nurses, Behavior Specialists, Behavior Specialists, Behavior Coaches, Case Managers, and Behavior Health Clinicians.

**Administrators-** A person, in an educational leadership position, who oversees daily operations of a school or school district, and who serves as an important link between students, teachers, parents, and local communities. These people may include, a principal, associate principal assistant principal, dean, superintendent, assistant superintendent, district director, and others who participate in strategic planning, curriculum design, organizing professional development, and evaluating system outcomes.

**Behavioral Health Clinician (BHC)** – A person who holds a valid Texas clinical license in a behavioral health field of study - Licensed Clinical Social Worker (LCSW), Licensed Professional Counselor (LPC), Licensed Marriage and Family Therapists (LMFT), Licensed Specialist in School Psychology (LSSP), and Advance Practice Psychiatric Nurses and Clinical Psychologists are considered Non-Physician Mental Health Professionals in Texas Statute. These credentials are also examples of Behavioral Health Clinicians and may be authorized for 3rd party payments such as Medicaid reimbursement for services. All clinical license holders must practice under the scope of their licensure board. If a BHC is the only Audience listed for a program, practice, training or resource it should ONLY be provided by a BHC.

**Substance Use Prevention Specialist (SUPS)** - A person working to prevent substance use and misuse through the delivery of evidence-based prevention strategies developed by the Center for Substance Abuse Prevention (CSAP). People working in this capacity for state-funded organizations either hold or are working toward an Associate Prevention Specialist (APS) designation, or Certified Prevention Specialist (CPS) or Advanced Certified Prevention Specialist (ACPS) certifications. If a SUPS is the only Audience listed for a program, practice, training, or resource, it can ONLY be provided by a SUPS.

## Resource Type:

**Framework** - Comprehensive school-wide or district-wide approach to implementing strategies or procedures, that is evidence-based and acknowledges the unique needs of your school or district

**Intervention** -a tool, practice or process put into place to support student needs

**Registry** – a resource that describes and outlines multiple frameworks, interventions, trainings and practices

**Supplemental** - Comprehensive school-wide or district-wide approach to implementing strategies or procedures, that is evidence-based and acknowledges the unique needs of your school or district *that*

*could include information, training, lessons, interventions, literature, and technical assistance to improve the quality and delivery of behavioral health services across the nation*

Training - Online or In-person

Updated 4.13.20

## Grief Informed & Trauma Informed Practices

Studies now show that nearly every school has children who have been exposed to overwhelming experiences, such as witnessing violence between their caretakers, being the direct targets of abuse, and other kinds of adversity that considerably impact learning. The landmark [Adverse Childhood Experiences \(ACE\)](#) study found higher levels of traumatic experiences in the general population than previously imagined.

Recent neurobiological, epigenetics and psychological studies have shown that traumatic experiences in childhood can diminish concentration, memory, and the organizational and language abilities children need to succeed in school. As students get older, exposure to traumatic experiences can also lead to the adoption of high-risk, self-medicating behaviors such as substance abuse, smoking, and overeating.

Schools serve as a critical system of support for children and adolescents who have experienced trauma. Schools can create trauma-informed environments that mitigate against the impacts of trauma and grief. Administrators, teachers, and school staff can help reduce the effects of trauma and grief on children by recognizing trauma responses, accommodating and responding to traumatized students within the classroom, and referring students to mental health professionals when necessary.

**The list below may support implementing the following legislation and Texas Education Codes (TEC) for trauma and grief informed care: :**

Staff Development Requirements | [TEC 21.451](#) » H.B. [18](#), Sec. 1.05

1. *How grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma.*

Multi-hazard Emergency Operations Plan; Safety and Security Audit | [TEC 37.108](#) » S.B. [11](#), Sec. 10

- B. A school district shall now include in its multi-hazard emergency operations plan provisions for supporting the psychological safety of students, district personnel, and the community during the response and recovery phase following a disaster or emergency situation that (1) include strategies for ensuring any required professional development training for suicide prevention and *grief-informed and trauma-informed care is provided to appropriate school personnel*, and (2) include training on integrating psychological safety and suicide prevention strategies into the district's plan.

Mental Health Promotion and Intervention, Substance Abuse Prevention and Intervention, and Suicide Prevention | [TEC 38.351](#) » H.B. [18](#), Sec. 1.21 , Sec. 1.21

- II. The best practice-based programs and research-based practices, provided and annually updated by the agency, must now include programs and practices regarding *grief-informed and trauma-informed practices*..

Below are approved grief-informed and trauma-informed trainings, frameworks, interventions, registries, and supplemental programs. Intended audiences and resource type definitions are also listed below.

38 resources currently listed

<https://tea.texas.gov/about-tea/other-services/mental-health/substance-abuse-prevention-and-intervention>

## Substance Abuse Prevention and Intervention

Substance abuse prevention involves helping individuals develop the knowledge, attitudes, and skills needed to make good choices. The use of drugs during childhood and adolescence has more potential to disrupt brain function in areas critical to motivation, memory, learning, judgment, and behavior control, because the brain is still developing during these periods. Substance abuse prevention programs in schools foster protective factors, such as school connectedness and positive peer relationships, which can help students avoid engaging in risky behaviors and help students learn skills important to promoting healthy choices, such as decision making, goal setting, self-management, and bystander intervention.

Substance abuse intervention involves helping individuals who are exhibiting signs of substance use or misuse. In schools, these interventions may include screening for substance use, motivational interviewing to enhance readiness for change, brief interventions to reduce risky or problematic substance use, and referral to specialized treatment. Specialized treatment may be provided in residential or outpatient settings, including in community-based settings like schools. Substance abuse interventions can include programs or supports intended to support students to enhance or maintain their recovery from substance misuse.

Below are approved substance abuse prevention and intervention trainings, frameworks, interventions, registries, and supplemental programs. Intended audiences and resource type definitions are also listed below.

Program Name (in ABC order with website hyperlink)	Description & Legislative Requirements	Type of Resource	Audience
<a href="#">3 Bold Steps in Action</a>	Activities and tools show how 3 Bold Steps can help create positive, lasting change to: o prevent bullying,	Supplemental	Educators



	<ul style="list-style-type: none"> <li>o promote social emotional learning in early childhood,</li> <li>o promote student mental health, and</li> <li>o prevent youth substance abuse</li> </ul>		PSC  SSS Administrators
<a href="#">ACT on FACTS: Making Educators Partners in Youth Suicide Prevention</a>	<p>From the Society for the Prevention of Teen Suicide:</p> <p>Two-hour online interactive training program, designed in a series of modules</p> <p>Addresses responsibilities of educators in the process of identification and referral of potentially suicidal youth</p> <p>Focuses on practical realities and challenges inherent in the school setting through various training formats</p> <p>Program highlights four categories of youth who may be at elevated risk for suicide: youth involved in bullying, who self-identify as LGBTQ, identified as gifted and talented, and/or students returning to school after a suicide attempt</p> <p>Training includes optional content that addresses suicide in elementary and middle schools</p> <p>Additional module includes the stories of individual survivors of suicide loss as well as a high school that experienced an episode of contagion</p> <p>Focus in telling these stories is to highlight the importance of emphasizing resilience and protective factors after a loss event</p>	Training	Educators  PSC  SSS Administrators  BHC
<a href="#">Blueprints for Healthy Youth Development</a>	<p>Identifies, recommends, and disseminates practices/programs for youth, families and communities that, based on scientific evaluations, have strong evidence of effectiveness.</p> <p>Practices/programs rated as either Promising, Model or Model Plus.</p>	Registry	Educators  PSC

	Provides interactive search function that enables you to search based on specific criteria and then browse through a wide range of practices/programs that match those criteria. Each result will indicate the practice/program rating.		SSS Administrators BHC  SUPS
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## Texas Youth Hotline

Life Can Hurt, We Can Help. Contact the **Texas Youth Hotline** any time, day or night to discuss your problem. It's free and we're here to help!

[http://www.dfps.state.tx.us/Youth\\_Hotline/](http://www.dfps.state.tx.us/Youth_Hotline/)

Call [1-800-989-6884](tel:1-800-989-6884)

Text [512-872-5777](tel:512-872-5777)

Chat With Us Online [www.TexasYouth.org](http://www.TexasYouth.org)

<https://tea.texas.gov/reports-and-data/student-data/discipline-data-products/discipline-data-products-overview>

## Discipline Data Products Overview

The Discipline Data Products are downloadable reports and files. The statistics in these products are extracted or calculated from the data collected through the Public Education Information Management System (PEIMS). They are grouped into four categories:

- Discipline Reports
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- TAKS Assessment Reports for Students in Discipline Settings
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### [Discipline Reports](#)

The Discipline Reports provide overview of data for students in discipline settings and are available at the state, region, district or campus level.

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The Discipline Action Group Summary Reports provide counts of students and discipline actions by student categories and discipline action groups. Student categories include ethnicity, gender and economic status. Discipline action groups include in-school and out-of-school suspensions, placement at a DAEP or JJAEP, and expulsions. These reports are available at the state, region and district levels.

<https://www.texasgateway.org/resource/restorative-discipline-practices-texas>

# Restorative Discipline Practices in Texas

Restorative Discipline Practices in Texas began in the fall of 2015. The Texas Education Agency partnered with the Institute for Restorative Justice and Restorative Dialogue at The University of Texas at Austin School of Social Work to participate in a statewide roll out.

A grant provided training to ten of the twenty education service centers and to school districts in Texas. The first ten service centers were selected based on the number of African American males who were suspended from school districts within their regions. The training occurred in two parts. The first part included a two-day administrator readiness training, the second part a five-day coordinator training. The remaining ten service centers will receive the same training.

The goal is to plant the restorative discipline practices seeds across Texas. 1,400 administrators and 400 coordinators received training as of fall 2016.

The *Seeing Circles* video series below shows an example of a Restorative Circle, a type of Restorative Discipline practice.

## SECTIONS

### **Restorative Discipline Practices in Texas**

#### **[Part 1: History of Restorative Discipline Practices](#)**

#### **[Part 2: Setting the Tone and Norms](#)**

#### **[Part 3: Establishing Values](#)**

#### **[Part 4: Experiencing the Circle](#)**

#### **[Part 5: A Tool in the Toolbelt](#)**

#### **[Part 6: Building Relationships to Reduce Disciplinary Issues](#)**

#### **[Part 7: Closing the Circle](#)**

## **Adapting Instruction**

Instruction and Accessibility Support For Students with Disabilities: Assistive Technology (AT) April 23, 2020

[https://tea.texas.gov/sites/default/files/covid/accessibility\\_support\\_for\\_swd\\_04.23.20.pdf](https://tea.texas.gov/sites/default/files/covid/accessibility_support_for_swd_04.23.20.pdf)

4. Monitor and adjust the student's learning plan using AT based on the previous needs assessment and student progress with the instructional plan.

- ☐ Ensure that the instructional plan using AT is revised based on the progress of the student and the changing needs of the family. Consider various strategies that can be used to adjust instruction using AT if the student or the family is struggling. Learning online can be more taxing physically and intellectually than learning in a face-to-face environment. Teachers should maintain consistent communication to determine if adjustments need to be made.

- o Decrease the length of the activity, break the assignment up into smaller parts to complete in shorter increments, or differentiate due dates for students based on individual needs

- o Provide paper-based materials for the student to write on if online learning becomes a challenge o Provide exemplars of correctly completed skills
  - o Highlight key points in the assignment for the student to focus on
  - o Provide additional supplemental aids (e.g., list of math or science formulas, graphic organizers, labelled maps, mnemonic devices) to support learning
  - o Incorporate more frequent check-ins with student or parent to ensure understanding
  - o Simplify directions
  - o Incorporate hands-on activities
- ☐ Be flexible. Find opportunities for humor, fun, and levity. If students and/or families are not ready for online instruction or become overwhelmed with competing priorities, document your attempts to contact the family and try, at the least, to maintain the teacher/student/family relationship.

## *Trauma Sensitive Schools* Training Modules

<https://safesupportivelearning.ed.gov/building-trauma-sensitive-schools>

Home



### Trauma-Sensitive Schools

TRAINING PACKAGE

UNDERSTAND • BUILD • LEAD

#### Building Trauma-Sensitive Schools

Resources included in the *Building Trauma-Sensitive Schools* component of the Training Package introduce all school staff to the concept of trauma sensitivity and provide examples of trauma-sensitive practices that can be adopted in the classroom and schoolwide. Resources include an online module, downloadable handouts, and a facilitation guide that includes suggestions for how to conduct in-person training sessions using the module and handouts.

<https://safesupportivelearning.ed.gov/>



Featured Event

Lessons from the Field - Returning to School: Strategies for Supporting Staff

July 28, 2021 - 03:00pm EDT

Learn More



DO YOU HAVE A QUESTION?

Featured Resources

Addressing the Risk of Violent Behavior in Youth

Guides and Training Products

- Creating a Safe and Respectful Environment in Our Nation's Classrooms
- Trauma-Sensitive Schools Training Package
- Addressing the Root Causes of Disparities in School Discipline
- Safe Place: Trauma-Sensitive Practice for Health Centers Serving Higher Education Students

All Guides and Training Products »

School Climate Improvement Tools

- ED School Climate Surveys (Latest VM Update: 4/28/2021)
- School Climate Improvement Resource Package
- Directories of Federal School Climate and Discipline Resources

School Climate IMPROVEMENT

Resource Package



Students learn best when they are in environments in which they feel safe, supported, challenged, and accepted. Research shows that when schools and districts focus on improving school climate, students are more likely to engage in the curriculum, develop positive relationships, and demonstrate positive behaviors.

To help schools and districts improve school climate, the National Center on Safe Supportive Learning Environments has developed the School Climate Improvement Resource Package (Resource Package). The Resource Package includes a variety of resources to meet a range of needs among stakeholders interested in improving school climate.\*



**Quick Guide on Making School Climate Improvements.** This guide provides the basics on what is involved in improving school climate, including descriptions of what it looks like when it is being done well, as well as pitfalls to avoid.

Get This Product



## What's New

### Hot Topic Resources

- Promoting Mental Health
- Supporting Trauma Recovery
- Preventing and Responding to Discriminatory Behavior: Schools and Campuses
- Preventing Violence Against Women and Girls
- Supporting Social Emotional Learning
- Responding and Building Resilience

### Events

- Parent Town Hall with the US Department of Education
- Lessons from the Field - Returning to School: Strategies for Supporting Staff
- Community Violence Intervention (CVI) Webinar Series Part 2: Place-based Approaches to CVI

[All Events »](#)

<https://safesupportivelearning.ed.gov/topic-research/engagement>

## Engagement



Engagement is defined as strong relationships between students, teachers, families, and schools, and strong connections between schools and the broader community.

Student engagement is a key element of a positive school climate, with a large body of research linking it to academic achievement. The term *student engagement* can provide an overarching framework for many positive individual student processes, relationships within the school, and contextual qualities.

**Student engagement is multi-faceted, characterized by behavioral, emotional, and cognitive engagement.**



**Engagement at the level of the school includes student connectedness or bonding.**



**Student participation in class, completion of coursework, and participation in extra-curricular activities also have strong, proven links to attendance, test scores, and graduation.**



**References**



**Student engagement is multi-faceted, characterized by behavioral, emotional, and cognitive engagement.**



Students demonstrate **behavioral engagement** through actions such as good attendance, following rules, completing assignments and coming to class prepared, and participating in class and in school activities.

Students are **emotionally engaged** when they like school, and are interested and identify with school. Students are **cognitively engaged** when they exert extra effort to do well in school, when they self-regulate, have high academic self-concept, and set goals for their academic success.

**Engagement at the level of the school includes student connectedness or bonding.**



Students' feelings of connectedness refer to students' sense of belonging at school, which is fostered through relationships with other students and staff that are respectful, trusting, supportive, and caring. Connectedness, particularly between students and teachers, has been significantly related to engagement and academic outcomes, including school attendance, grade point average (GPA), rate of suspension, and test scores. Students consistently report feeling more motivated and more confident in completing their schoolwork when they feel that their teachers care about and support them.

Conversely, students who fail several courses or drop out of high school often feel disconnected from their teachers and their academically engaged peers and demonstrate a lack of participation in school. Nearly half the dropouts surveyed in a national poll said the main reason they left school was because classes were not interesting.

A recent study of Chicago Public Schools found that connectedness between teachers and students was a stronger predictor of students feeling safe within school than the poverty level of students or the crime rate of the neighborhoods where students live.<sup>9</sup> Research using nationally representative data also suggests that positive student-teacher relationships predict fewer incidences of misbehavior and violence in school.

**Student participation in class, completion of coursework, and participation in extra-curricular activities also have strong, proven links to attendance, test scores, and graduation.**



In particular, service learning programs and other types of experiential learning can help disengaged students connect to learning. Students are much more likely to participate in school when they are actively supported by parents and staff members.



[Fostering School, Family, and Community Involvement](#)

Identifies several components that, when effectively addressed, provide schools with the foundation and building blocks needed to create and maintain safe schools. Includes basics for school-family-community collaborations, collaborations in practice, and using policy for effective change.

[Attendance Works](#)

Promotes better policy and practice around school attendance, including tracking chronic absence data for each student beginning in kindergarten, or ideally earlier, and partnering with families and community agencies to intervene when poor attendance is a problem for students or schools.

[Skipping to Nowhere: Students Share Their Views About Missing School](#)

Summarizes a survey of American middle and high school students who were missing school and asks them why they skip and what they perceive the consequences to be.

[Dating Matters: Strategies to Promote Healthy Teen Relationships](#)

Promotes healthy teen relationships including prevention strategies for individuals, peers, families, schools, and neighborhoods. Also, encourages ideas and experiences young teens need in order to have healthy relationships and prevent negative relationship behaviors early in life.

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## Safety



**School safety is defined as schools and school-related activities where students are safe from violence, bullying, harassment, and substance use.**

Safe schools promotes the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes. In particular, emotional and physical safety in school are related to academic performance. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure and dropout.

### DID YOU KNOW?

According to data released in 2018, 55% of students reported feeling safe on school property grounds. However, fewer said they feel safe in hallways or recreational spaces.

LEARN  
MORE

### SAFETY TOPICS

Emotional Safety

Physical Safety

Bullying/Cyberbullying

Substance Abuse

Emergency Readiness & Management

**School safety affects all students.**



The levels of crime and substance abuse that a school experiences are strongly correlated to school-wide test scores, graduation rates, and attendance rates. In schools with higher levels of collective hostility—as measured by student reports of feeling unsafe, the presence of gangs, and fighting between different groups of students—student reading achievement suffers.

<https://safesupportivelearning.ed.gov/topic-research/environment>

## Environment



**A school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students.**

A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate.



### Supportive school environments have a meaningful influence on student outcomes.

An extensive amount of research has linked a positive school environment to higher test scores, graduation rates, and attendance rates. For example, effective and highly qualified teachers with high expectations for students and good teaching conditions have been linked to strong academic performance in multiple studies. Peer support for achievement-oriented behaviors, such as studying or participating in class, is also strongly tied to positive school climate and academic achievement.



#### [NCSSLE Suite of Resources to Promote Student Mental Health](#)

Provides data on the prevalence of common behavioral health issues while sharing information and customizable tools to promote student mental health. This suite of school mental health resources were developed to help state and local education agencies develop and sustain school mental health programs.



#### [The School Discipline Consensus Report: Strategies from the Field to Keep Students Engaged in School and Out of the Juvenile Justice System](#)



Presents a comprehensive set of consensus-based and field-driven recommendations to improve conditions for learning for all students and educators, better support students with behavioral needs, improve police-schools partnerships, and keep students out of the juvenile justice system for minor offenses.

<https://tea.texas.gov/reports-and-data/student-data/discipline-data-products/discipline-data-products-overview>

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The goal is to plant the restorative discipline practices seeds across Texas. 1,400 administrators and 400 coordinators received training as of fall 2016.

The *Seeing Circles* video series below shows an example of a Restorative Circle, a type of Restorative Discipline practice.

### **SECTIONS**

#### **Restorative Discipline Practices in Texas**

##### [Part 1: History of Restorative Discipline Practices](#)

##### [Part 2: Setting the Tone and Norms](#)

##### [Part 3: Establishing Values](#)

##### [Part 4: Experiencing the Circle](#)

##### [Part 5: A Tool in the Toolbelt](#)

##### [Part 6: Building Relationships to Reduce Disciplinary Issues](#)

##### [Part 7: Closing the Circle](#)

## Adapting Instruction

[https://tea.texas.gov/sites/default/files/covid/covid-19\\_sped\\_emergency\\_contingency\\_form\\_pdf\\_fillable.pdf](https://tea.texas.gov/sites/default/files/covid/covid-19_sped_emergency_contingency_form_pdf_fillable.pdf)

### Name of LEA

#### **SPECIAL EDUCATION DEPARTMENT SPECIAL EDUCATION EMERGENCY CONTINGENCY PLAN**

This form may be used to document the temporary special education services that are feasible and safe to provide to an individual student while a local education agency (LEA) is closed but continuing to provide instruction during the COVID-19 pandemic. While some or all of the information recorded in this document may come from the student's individualized education program (IEP), this form is not intended to serve as, or to replace, the most recent IEP agreed upon by the student's admission, review, and dismissal (ARD) committee. Without documented parent/guardian agreement under 34 CFR §300.324 to amend the student's IEP, this document should not be considered a fulfillment of an IDEA requirement. It may be used for documenting services that will be provided so that there is clarity for both parents/ guardians and educators during this unique situation and to assist the ARD committee in determining what, if any, compensatory services will be provided to the student once school reopens. LEAs must coordinate with a student's parents/ guardians in the completion of this document, and it must be individualized for each student.

### Helpful Resources

1. The National Center on Intensive Intervention (NCII) – free intervention materials for educators
2. The National Center for Systemic Improvement – free resources on various topics from NCSI
3. The Council for Exceptional Children – resources for teaching remotely
4. Center on Positive Behavioral Interventions & Supports (PBIS) – four resources to support students during the pandemic
5. Florida PBIS – PBIS virtual learning webinars

<https://osepideasthatwork.org/node/135>

## Common Questions for Progress Monitoring

### **Continuity of Learning During COVID-19 Resources**

This webpage provides information, tools, and resources to help parents, families, teachers, and related service providers to support continued learning and meeting the behavioral, social, and emotional needs of children and youth with disabilities through remote and virtual learning and features information and resources from OSEP's **NEW** webinar series!

## What is progress monitoring?



Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

## How does progress monitoring work?

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

## What are the benefits of progress monitoring?

When progress monitoring is implemented correctly, the benefits are great for everyone involved. Some benefits include:

- accelerated learning because students are receiving more appropriate instruction;
- more informed instructional decisions;
- documentation of student progress for accountability purposes;
- more efficient communication with families and other professionals about students' progress;
- higher expectations for students by teachers; and
- fewer Special Education referrals.

Overall, the use of progress monitoring results in more efficient and appropriately targeted instructional techniques and goals, which together, move all students to faster attainment of important state standards of achievement.

## Who should be practicing progress monitoring?

Anyone who is interested in improving results for children should be implementing progress monitoring. Whether you are a regular educator, special educator, related service provider, administrator, or family member, you should be interested in implementing research-based progress monitoring practices.

## What challenges face progress monitoring?

- Educators and families need information about the effectiveness of progress monitoring that would encourage them to adopt the practice.
- Teachers and other practitioners need support in translating progress monitoring research into easily implemented, usable strategies.
- Technical assistance on progress monitoring must transfer knowledge in ways that accommodate differences in background, training, and beliefs, as well as differences in the nature and philosophy of the instructional programs and practices already in place.
- This information dissemination must take place in a variety of formats, in usable forms, and at different levels of specificity.

## Are there other names for progress monitoring?

Progress monitoring is a relatively new term. Some other terms you may be more familiar with are Curriculum-Based Measurement and Curriculum-Based Assessment. Whatever method you decide to use, it is most important that you ensure it is a scientifically based practice that is supported by significant research.

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[10 -Common Questions for Progress Monitoring.pdf](#)

<https://osepideasthatwork.org/continuity-learning-during-covid-19>

Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities Practices and Resources to Support Parents and Families

<https://osepideasthatwork.org/sites/default/files/SWDLearning-Families-508.pdf>

[U.S. Department of Education: COVID-19 Resource Webpage](#)(link is external) - The U.S. Department of Education has released resources for schools and school personnel related to COVID-19.

<https://iowareadingresearch.org/blog/supporting-home-learning-retelling-story>

## Supporting Your Children's and Teens' Home Learning: Retelling a Story Using a Graphic Organizer

Posted on: March 31, 2020

*Editor's note: Even when classes are suspended, children can continue to make progress toward grade-level reading and writing standards at home. This post is part of an [ongoing series](#) designed to help caregivers support children's and teens' literacy learning while schools are closed in response to the spread of COVID-19.*

Children can demonstrate their listening and reading comprehension by retelling stories that they read or that are read to them (Hogan et al., 2011). When retelling a story, students should be able to identify the characters, settings, and sequence of events. Below are definitions of each element:

- **Character:** A person, animal, or thing in a story that takes action.
- **Setting:** The time and place of the story.
- **Event:** When one or more characters do something or take some sort of action in a setting.
- **Sequence:** The order of the events in the story (beginning, middle, and end).

### COVID-19 FAQ: Guiding Questions for Educators Providing Multi-tiered Systems of Support (MTSS) Intervention April 7, 2020

[https://tea.texas.gov/sites/default/files/covid/COVID%2019-%20MTSS%20Intervention%20Guidance April%207 Revised.pdf](https://tea.texas.gov/sites/default/files/covid/COVID%2019-%20MTSS%20Intervention%20Guidance%20April%207%20Revised.pdf)

Overview This document is designed to assist anyone who is responsible for the implementation and monitoring of academic and/or behavioral interventions (e.g., instructional coaches, interventionists, teachers, counselors, etc.) to students within a multi-tiered systems of support (MTSS) framework. During this unprecedented time of remote learning, educators are charged with developing creative ways to provide for the needs of individual students based on individual circumstances. This document provides key considerations for developing temporary MTSS intervention supports during remote learning. Communication with families and documentation of the supports that students do receive (and do not receive regarding his or her regular intervention plan) is critical during this time.

<https://intensiveintervention.org/audience/educators>

<https://iowareadingresearch.org/blog/supporting-home-learning-retelling-story>

At Home Intervention Support Students receiving intervention within an MTSS framework in school settings likely need support in their home settings during remote learning. In some situations, depending on the nature of the intervention services and the technology capabilities of the school and home, intervention may be able to continue with minimal interruption or change. However, in many situations, because of COVID-19, many educators may need to provide an at home intervention support while students are participating in remote learning that looks different than traditional MTSS. At home intervention support is different than traditional school based MTSS interventions because of differences in: (a) resources, materials, and technology available in the home (b) real-time adaptations, scaffolding, and feedback available to student (c) capability to provide intervention materials and training to caregivers (d) limitations of caregivers due to space, resources, knowledge, available time, or relationship with the student Therefore, the primary focus of at home intervention support should be continued practice at the student's current levels and solidifying requisite skills needed to continue progress towards MTSS intervention goals. Keeping this solid foundation will allow educators to continue the MTSS intervention process once traditional schooling resumes. In other words, we need to provide students and their caregivers with activities and lessons that can prevent learning loss. Key Elements to Consider for At Home Intervention Support 1. Practice is key to learning material. When students are practicing academics or positive behavior, they are building skill proficiency. 2. There are different types of practice. • Distributed practice refers to studying or practicing a skill or skill set in relatively short teaching sessions that are spaced over time. For instance, if the student was working on a specific skill at school, what would that look like during at home instruction?

<https://www.tsl.texas.gov/tbp/index.html>

The **Talking Book Program** (TBP) provides free library services to qualifying Texans with visual, physical, or reading disabilities. TBP is part of the National Library Service to the Blind and Print Disabled, a program administered by the Library of Congress. The TBP collection consists of more than 100,000 titles, including hundreds of titles in Spanish, and some in French, German, Russian, and other languages.

<https://www.loc.gov/nls/>

National Library Service (NLS) is a free braille and talking book library service for people with temporary or permanent low vision, blindness, or a physical disability that prevents them from reading or holding the printed page. Through a national network of cooperating libraries, NLS circulates books and magazines in braille or audio formats, delivered by postage-free mail or instantly downloadable.

<https://www.loc.gov/> -



Council for Exceptional Children

<https://cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely>

## Resources for Teaching Remotely

### Webinar: Teaching Online During COVID-19

In these unprecedented times, teachers are being asked to think outside of the box in terms of how to continue teaching students outside of the classroom. As instruction is forced online, teachers require strategies to provide differentiated special education to their students. In this webinar, veteran online instructors help identify steps to move online and strategies for adapting the lessons already in motion to this new format. They will share a distilled set of simple, impactful tips as well as resources and tools available to you during the transition.

#### Teaching Special Education Online During COVID-19

Presented by Kelly J. Grillo, Ph.D., Cooperative School Services, and Jeremy Glauser, eLuma. Original air date March 19, 2020.

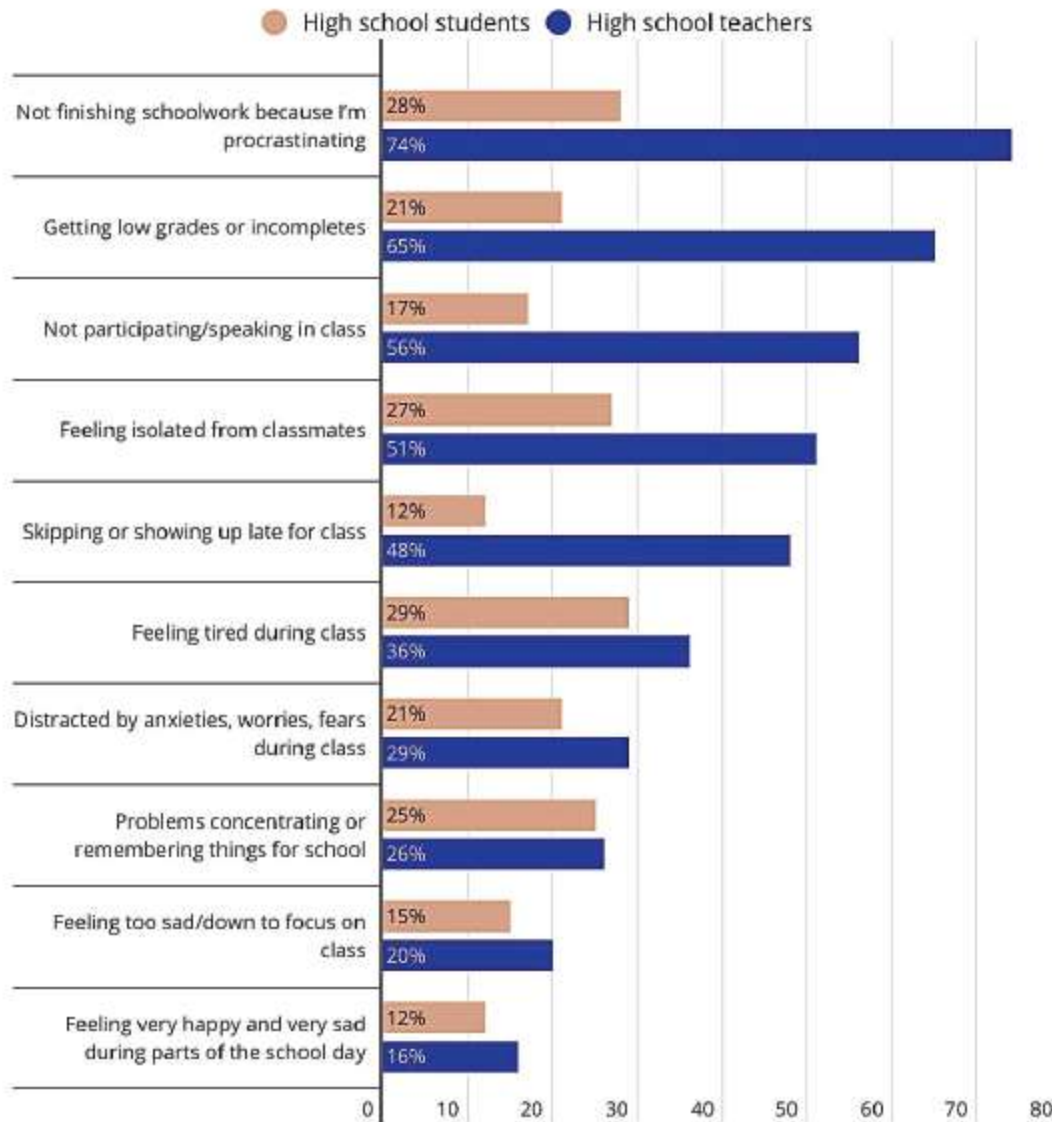
<https://youtu.be/EgO6k8-I4vQ>

Region 12 Dyslexia Support list:

<https://www.region10.org/programs/dyslexia-statewide/covid-19-dyslexia-support/>

# Problems in Schools

Are you [your students] experiencing any problems in school (either remote or in-person) more now than you did in January 2020? Select all that apply.



SOURCE: EdWeek Research Center survey, 2021

[https://www.edweek.org/teaching-learning/opinion-five-teacher-recommended-strategies-to-support-students-with-learning-differences/2021/07?utm\\_source=nl&utm\\_medium=eml&utm\\_campaign=eu&M=62016396&U=3209817&UUID=8bb7c8a990eb2f14b18c8a22d6c866b3](https://www.edweek.org/teaching-learning/opinion-five-teacher-recommended-strategies-to-support-students-with-learning-differences/2021/07?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=62016396&U=3209817&UUID=8bb7c8a990eb2f14b18c8a22d6c866b3)



# Five Teacher-Recommended Strategies to Support Students With Learning Differences

By [Larry Ferlazzo](#) — July 22, 2021



The new question-of-the-week is:

*What is the single most effective instructional strategy you have used with students with learning challenges?*

This post is part of a longer series of questions and answers inviting educators from various disciplines to share their “single most effective instructional strategy.”

Four weeks ago, educators [shared their recommendations](#) when it came to teaching writing.

Three weeks ago, it was about teaching English-language learners.

Math was the focus two weeks ago.

Last week’s posts were on science.

There are more to come!

Today, Toby Karten, Julia Di Capua, Aubrey Yeh, and Lou Denti offer their responses.

## ‘Do It, Speak It, Link It, & Own It!’

*Toby Karten is an award-winning special educator, international presenter, and author who is passionate in sharing her knowledge with others to [build on the strength of students with special needs in inclusive classrooms](#), thinking about [what to do and what to do better](#)! She has taught students ranging from preschool to graduate level across the least restrictive continuum. Her interactive [live and online presentations](#), [digital resources](#), and more than [30 publications](#) offer practical and creative inclusive applications:*

Students with IEPs and 504 plans, struggling students, and students who just need to learn differently appreciate active engagements. Let the learning hop, jump, and skip beyond the textbook into inclusive places in each student’s heart and world.

Whether students pay attention to lessons might depend on numerous factors that include their mood, internal or external distracters, or stimuli or situations beyond their prior knowledge and experiences. Although video clips, curriculum songs, interactive whiteboards, and colorful charts or visuals will captivate many students, novel material is usually more difficult for them to learn. Learners often need to see and experience an example or model before they can reproduce an action on their own. Abstract concepts and skills need to be translated into active instructional engagements.

The most effective strategy to accomplish this is to allow students to “*do it, speak it, link it, and own it* (D-S-L-O)!” Whether they cut up an apple to model fractions or learn about the civil rights movement by reenacting the Rev. Martin Luther King’s *March on Washington*, or stand closer together to represent solids and farther apart to show themselves as liquids and gases, all learning is better processed, remembered, and internalized by the things we do!

These D-S-L-O literacy practices offer ways for students to “do it, speak it, link it, and own it!”

1. Do It! Concrete demonstration with teacher direction and self-discovery (sans worksheets).

As examples, students:

- a. Toss or dribble a ball to collaboratively create an oral story.
- b. Play sight word hopscotch.
- c. Create paragraphs with group discussion.
- d. Morph different parts of speech with magnetic letters; e.g., *sun* to *sunny* or *teacher* to *teach* or *teachable*.
- e. Demonstrate vocabulary through pantomime and charades.

- f. Find words in classroom and text “scavenger hunts.”
- g. Play word-family toss; e.g., *time*, *rhyme*, *lime*, *sublime*.

## 2. Speak It!

Specific language occurs with literacy talks, word walls, songs, stories, informal chats, cooperative forums, curriculum-related songs, and student conferencing to link actions and concepts to precise academic vocabulary to create ongoing literacy discourse. Vocabulary is attached to text, e.g., setting, characters, sequencing, plot, resolution, figurative language. Students can also engage tools such as Read Aloud on Immersive Reader and online sites, such as Newsela, ReadWorks, and Common Lit to hear how to pronounce the words correctly before they say them. Im-mer-sive Read-er al-so has a tool that with a click of a but-ton, breaks up words in-to their syl-la-bles.

## 3. Link It!

Concepts and representations are connected to paper and/or digital forums to increase fluency, vocabulary, written expression, and comprehension. Tools such as the picture dictionary in Read and Write for Google Chrome has visuals for vocabulary and creates a dictionary that students can reference for practice and reinforcement and to visually link the words to objects.

## 4. Own It!

Students become the “reading/writing proprietors” who demonstrate knowledge, reflect, and ultimately internalize. Teachers monitor progress with formal, informal assessment:

- a. Fluency drills
- b. Quizzes
- c. Cooperative-learning stations
- d. Game-based activity

Students with learning challenges can learn, but they learn differently, so let’s offer them these types of diverse engagements to experience the skills and concepts and to ultimately show what they know in inclusive classrooms and beyond!

## ‘Wait Time’

*Julia Di Capua is a New York state certified English/language arts teacher and a proud member of [The Windward School](#) community. Her experience ranges from supporting individual students as a private tutor to teaching students with language-based disabilities in a classroom setting:*

The single most effective inclusive instructional strategy I have utilized with students facing learning challenges involves taking a breath and counting to three, five, or perhaps even 10 after posing a question to students. This simple strategy is aptly referred to as “wait time”: the amount of time a teacher waits before calling on a student to respond. Put simply, there is a direct relationship between an increase in wait time and student participation for all learners.

Teachers almost always feel pressed for time. A popular line expressed in the hallways or in the teachers’ lounge is, “There is never enough time in the period,” and this often is the case. However, lost in that line of thought is the fact that teachers have an enormous amount of control over their allotted time. As teachers, we control and manipulate every second of classroom time. As such, we are always making decisions about whether we dedicate it to questioning, listening to student responses, reading, writing, and, we hope, some healthy laughs. Providing students with sufficient wait time is merely giving them the time they need to engage, and it is an easy reallocation of a few of the precious seconds teachers have in each period.

Many students facing learning difficulties, particularly language-based challenges, require additional time to process information and formulate both written and oral responses. As teachers, we want our students to engage meaningfully with content, and, above all, to participate. Without student participation, teachers cannot gauge comprehension, modify, or correct responses, and, perhaps most importantly, provide students with positive reinforcement. Yet, so many teachers have fallen into the trap of calling on the first eager learner who raises his or her hand. While the moments following a teacher question might *feel* closer to an hour, it is often not enough time for many students to even begin processing the information at hand. The result is discrete but profoundly tragic.

In fact, not utilizing appropriate wait time is virtually the equivalent of placing noise-canceling headphones on students’ ears and then expecting them to answer a question or offer a thoughtful comment. If students cannot process, they cannot comprehend, and how could one participate without having first grasped the question? The terrible irony is that in daily life, we would almost never encourage students to rush, and we certainly praise those who took time and care to complete tasks. Therefore, this simple instructional strategy is key.

While there are countless educational strategies circulating and trending in teacher education programs and schools, we must return to the basics. Rather than focusing on *not* having enough time, we must utilize our time wisely and lean into the simple concept of wait time. Above all, using this inclusive instructional strategy means maintaining dignity and respect for all learners. It involves leveraging quality over quantity of teacher questions and student responses and creating a space in which all students are given the opportunity to engage.

## Relationships

*Aubrey Yeh is a coordinator of language arts & humanities, overseeing art, music, theater, dance, PE, health, world languages, social studies, and language arts for K-12 students in the Boulder Valley school district in Boulder, Colo. Her background includes music education, educational technology, and educational leadership, with a special interest in serving refugee students (learn more at [refugeeready.msayeh.com](http://refugeeready.msayeh.com)). You can connect with her on Twitter (@ms\_a\_yeh) or on her website ([www.msayeh.com](http://www.msayeh.com)):*

This sounds like a cliché, but my best instructional strategy is to get to know them personally. Relationships go such a long way with all students, and especially those who face learning challenges! The more you get to know them, the more you will figure out how they learn, which leads to better instruction.

(5<sup>th</sup> strategy) In terms of a more practical strategy, I have found colors to be a lifesaver in the classroom! You can color-code all sorts of things to help highlight important information, organize notes, and demonstrate understanding without having to write as much (if that is a challenge for the student in question). Additionally, it is not that hard to implement—you do not have to create new materials, you simply take a copy of whatever you are using and add a few colors (or ask the student to add a few colors) to highlight whatever is needed.

It works even better when teachers are consistent with the color-coding across classes! I have a student I started working with in 5th grade who is going into high school, and her teachers have continued to use the same color-coding system we started back then because it works and it's one less thing she has to learn with each new class and school year. Start small, with colored pencils or highlighters, and utilize the power of colors and visual processing to help students.

## Co-Teaching

*Lou Denti is an emeritus professor at California State University, Monterey Bay, and the former Lawton Love Distinguished Professor in Special Education:*

Co-teaching, in my estimation, is the single most effective instructional strategy for students with learning challenges. Co-teaching is a service-delivery model wherein students with learning challenges receive instruction in a general education classroom under the direction of both a special- and general-education-credentialed teacher (Friend, M. 2018). Co-teaching requires planning to avoid the ad hominem assumption that placing two teachers together will automatically be better for all students. Too often, administrators attempting to comply with federal and state mandates place students with learning challenges in a general education classroom, assign a special educator, and then tell them to team teach. This is what we term “just do it inclusion,”

no preparation, planning, or discussing the viability of co-teaching with faculty as a valuable strategy to support students with mild to moderate disabilities.

Co-teaching, on the other hand, brings two willing teachers together capitalizing on their different training and skill sets to meet the divergent needs of all students in a general education classroom. Both teachers use the basic co-teaching models (one teach, one support, station teaching, parallel teaching, alternative teaching, and team teaching) as underpinnings for lesson planning, design, and instruction.

It must be noted, that without proper time for planning, co-teaching will be moored on the shoals of good intention. However, with planning, support, resources, and administrative support, co-teaching increases the likelihood that students with learning challenges will benefit from the core curriculum. When educators create an opportunity structure where all students participate in meaningful ways in the general education curriculum, co-teaching then becomes a powerful instructional approach.

Friend, M. (2018). *Co-Teach! Building and Sustaining Effective Classroom Partnerships in Inclusive Schools* (3rd ed.). Naples, FL: National Professional Resources Inc.

Thanks Toby, Julia, Aubrey, and Lou for their contributions!

[https://www.edweek.org/leadership/students-speak-out-we-need-mental-health-days/2021/06?utm\\_source=nl&utm\\_medium=eml&utm\\_campaign=tu&M=61383341&U=3209817&UU=D=8bb7c8a990eb2f14b18c8a22d6c866b3](https://www.edweek.org/leadership/students-speak-out-we-need-mental-health-days/2021/06?utm_source=nl&utm_medium=eml&utm_campaign=tu&M=61383341&U=3209817&UU=D=8bb7c8a990eb2f14b18c8a22d6c866b3)

Edweek.org: Student Well-Being

## Students Speak Out: ‘We Need Mental Health Days’

By [Catherine Gewertz](#) — June 24, 2021

Student Well-Being Why More Schools Are Excusing Student Absences for Mental Health

Catherine Gewertz, June 24, 2021

Even before the pandemic set in, alarming numbers of young people were suffering from mental illnesses such as anxiety and depression. The stress of COVID-19 has exacerbated those struggles. Schools are working on ways to support students’ emotional trauma, including allowing excused absences for mental health days. Education Week asked five students how they felt during the pandemic, and what role mental health days might play in helping students nationwide.

Sara Falluji





Photo courtesy of Sara Falluji

Sara Falluji, rising junior, Paul Laurence Dunbar High School, Lexington, Ky.

With COVID, this year has been stressful and difficult. I noticed it in my friends. A lot of that stress for me has manifested in physical ways. It's sort of a fatigue, and an inability to focus on school assignments.

I didn't go [to school] in person. I was doing virtual. I wouldn't really skip a class, but I took naps immediately after my last class. I didn't even intend to, it was just happening. I'd struggle with getting work in on time because I couldn't get the energy to finish. Typically, I get straight As, but this year I had a C and quite a few Bs.

We really need excused mental health days. There have been plenty of times I've needed one or a friend needed one, but stress is our normal and you just push through. I've never seen an avenue for taking a day like that, and didn't want people to [see] me differently for it. In a competitive program like the one I'm in, anxiety is so normal, it's like why would you take a day off when we're all going through it?



Karla Pickett

Photo courtesy of Karla Pickett

Karla Pickett, rising sophomore, Fairfield Central High School, Winnsboro, S.C.

We don't have excused mental health days. I most definitely would use them. Sometimes school can become overwhelming and you need a day to process it all.

I did virtual the whole year. I was able to maintain my grades. But it became overwhelming not being in a room with a teacher, not being there to get help you when you need it, to talk through the issues. It was really stressful. I was taking four dual-enrollment courses and it was very difficult.

My sister went to college, and we are the only two siblings, so not having her in the house to talk to was a difficult transition. I didn't get to see any of my friends during the pandemic at all. I had a lot of anxiety. The pandemic was the main reason why. I didn't want to get others sick. I was worried about my grandmothers, aunts, and uncles getting sick. And I wasn't able to see them.

I really could have used mental health days. I was absolutely stressed out. I would have spent a day meditating, figuring out what I need to do to get back to me.



Ben Ballman

Photo courtesy of Ben Ballman

Ben Ballman, 2021 graduate, Winston Churchill High School, Potomac, Md.

I've been working on [student] mental health issues since the 8th grade. I had these friends, they're not feeling so great, they don't really see a point in living. Pretty extreme things for 13-year-olds. And I'm concerned; these are my favorite people in the world and I have no idea what to do.

I tried to learn more about it. I started reading articles and books. I started to be able to point [friends] in the right direction, where they could go for support, the resources they have. Over time, it snowballed. In high school, I'm doing it more and more, and I'm thinking, I'm not a professional! What the heck is going on here? Kids are coming to another kid. They should go to the counseling department. Sophomore year, I created a Google form, asking questions, like whether students feel supported by counselors. I sent it out across Montgomery County and got almost 500 responses from a lot of schools. It was a resounding negative response.

Kids don't feel supported by counselors. They don't feel welcome. They see a counselor, they rush through a checklist and get them out the door as fast as possible. I was really surprised by that. So I made a little team to help me reach out to students with more questions. And we interviewed counselors and administrators to get that perspective. That led to an open letter I sent to the board of education the summer after sophomore year, describing the issues and possible solutions. I met with the heads of counseling and psychology in the county, and it was good, but I never really heard anything.

I decided to get more students involved. We created a coalition called DMV Students for Mental Health Reform. The main point is to work with local delegates on legislation. In February, Delegate [Alonzo] Washington introduced HB461, which introduced mental health days for the first time in Maryland as a statewide measure. It passed the House, but stagnated in the Senate. We were working on some amendments.

There are three main arguments for mental health days. They allow students a way to support themselves outside school. School can be extremely stressful. You need to take a break, take a breather, focus on yourself for a bit. They also decrease stigma and allow more open conversation about mental health. They would also help schools practice mental health prevention. A lot of times, schools have resources, like programs, and counselors, but many times they don't have the ability to see which students are struggling before it's too late and it reaches a crisis situation.



Kylee Linnell

Photo courtesy of Kylee Linnell

Kylee Linnell, 2021 graduate, Phoenix High School, Phoenix, Ore.

I have a complicated history with mental health. I have [obsessive compulsive disorder], which is a whirlwind in itself; childhood trauma, anxiety stemming from OCD. I've struggled on and off with depression. I have good days and bad days.

I love the idea of mental health days. Our school is supposed to do them, but they're still working out the kinks. Your parent has to call in. Sometimes kids just need a half hour. Like if I walk into my math class I'm gonna have an anxiety attack.

This past year we had COVID, and we also had the Almeda fire here. My emotions have been all over the board. In some ways, I did better, because I was able to distance myself from what's going on because I didn't see people, didn't go to school every day. I watched a lot of TV in my room, got lost in a fictional world. But eventually it crashed down. I had a meltdown, I can't do this anymore, can't keep pushing it away.

So many people lost homes [in the fire]. It wasn't clear how we were supposed to get online to go to school. Nothing went smoothly until December. If you had questions, you had to figure it out on your own. I tried to reach a school counselor. I was struggling, but so was everyone else. There just weren't enough resources. Even if they do get back to you, their attention is divided among 100 students.

The most important thing schools can do is find some way to listen to student feedback about mental health. Our school gave us a survey at the end of the year. They asked us stuff they've never asked us before, like do you feel safe in school? Do you feel like you fit in? Are you happy? And all I could think was, why are you asking this now, when we've just graduated? I wish they'd asked us years ago.



Amber Kiricoples

Photo courtesy of Amber Kiricoples

Amber Kiricoples, 2021 graduate, Peabody High School, Peabody, Mass.

I struggle with mental health. It runs in my family. I go to therapy regularly. It got bad in high school. My friend and I proposed excused mental health days to our school committee. They were open to it, but we were never able to follow up. It got lost in the COVID fog. They are working with us on a school curriculum for mental health, though.

We need mental health days. It's not some joke. It's actually a time where you need to treat your mental well-being like you do your physical well-being. You get a sprained ankle, you don't go to school. If you wake up with a panic attack, or anxiety, what good will it do you to sit in a building all day where you can't let it out? You need to take care of yourself.

What do adults misunderstand? Well, for one thing, that if you're having a bad day, if you have a little attitude, you're not a bad person. If you can't get out of bed one day, it's not because you're bad. You just can't explain it.

Catherine Gewertz

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Senior Contributing Writer, Education Week

Catherine Gewertz is a writer for Education Week who covers national news and features.



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[https://www.edweek.org/leadership/when-teachers-and-guidance-counselors-become-informal-mentors-students-thrive/2021/07?utm\\_source=nl&utm\\_medium=eml&utm\\_campaign=tu&M=62194826&U=3209817&UID=8bb7c8a990eb2f14b18c8a22d6c866b3](https://www.edweek.org/leadership/when-teachers-and-guidance-counselors-become-informal-mentors-students-thrive/2021/07?utm_source=nl&utm_medium=eml&utm_campaign=tu&M=62194826&U=3209817&UID=8bb7c8a990eb2f14b18c8a22d6c866b3)

[Student Well-Being](#)

## When Teachers and School Counselors Become Informal Mentors, Students Thrive



By [Madeline Will](#) — July 29, 2021 6 min read

For years, the research has been clear: [Teacher-student relationships matter](#). And now, a new working paper shines more light on just how important these relationships can be for students' academic success.

Some students form deep connections with their teachers, counselors, or athletic coaches, who are often the adults they see most often aside from family. And those bonds may organically develop into an informal mentorship, in which educators support students both academically and socially. These types of relationships, experts say, will be particularly important this fall as students return to school still grappling with trauma from the pandemic.

Indeed, according to a national longitudinal study, more than 15 percent of adolescents identified a teacher, counselor, or coach as the adult who, other than their parents or stepparents, had made the most important positive difference in their lives. About 90 percent of the reported school-based mentors were counselors or teachers, and students were most likely to have met them toward the end of 9th grade or the beginning of 10th grade.

“These relationships last for many years in the vast majority of cases, and in many cases, well after students graduate from high school,” said Matthew Kraft, an associate professor of education and economics at Brown University and the lead [author of the working paper](#). “We know these are not just interactions that are part of teacher-student relationships inside the classroom or on the sports field or in the counseling office. ... School-based natural mentors go above and beyond and step outside their formal role.”

Yet the students who research shows would benefit the most from mentoring—namely students from low-income families—are less likely to have access to those types of relationships.

Kraft, Alexander Bolves of Brown University, and Noelle Hurd of the University of Virginia analyzed data from the National Longitudinal Study of Adolescent to Adult Health, which followed a nationally representative sample of middle and high schoolers for three decades, starting in the 1994-95 school year. While their analysis is not proof positive of a causal effect, Kraft called this “the most robust empirical evidence to date” on the relationship between school-based natural mentors and students' long-term success.

The respondents commonly said their school-based mentors gave them advice and guidance, encouraged them to stay out of trouble, and helped them grow up. These are often long-lasting, close relationships—80 percent of young people said their mentor remained actively important in their lives after they graduated from high school. The educators helped shape students' identities, notions of self-worth, and moral values, respondents said.



Mentoring is “individualized and different for every kid,” Kraft said, but school-based mentors often help students with their homework, offer advice, and support them as they apply to college and navigate the financial aid system.

And it works: The study found that when students have a school-based mentor, they are more likely to pass their classes, earn more credits, and earn a higher GPA. And in the long run, they are 15 percentage points more likely than students without mentors to attend college and complete almost an entire year of higher education.

## Students don’t have equal access to natural mentors at school

The study found that Black and Latinx students, as well as students from low-income families, were less likely to report having a school-based mentor. White and Asian students—particularly Asian male students—from more-affluent families were the most likely to report being mentored by an educator.

Kraft said it’s not surprising that fewer students of color have a school-based mentor because past research finds that mentors and mentees often share similar backgrounds. The teacher workforce is comprised mostly of white women from middle- and upper-middle-class backgrounds.

Past research also finds that adults are more likely to mentor adolescents whom they see as being academically gifted, physically attractive, outgoing, and easy to get along with. Yet teachers [often have implicit racial biases](#), and studies have shown that many [perceive Black students as angry](#) when they’re not.

Hiring more teachers of color, Kraft said, could help improve students’ access to school-based mentors.

“I think there’s a real paradox in the promise that mentoring holds,” he said. “These are more likely to be relationships that white students and students from higher socioeconomic backgrounds develop. However, we also find evidence that students from lower socioeconomic backgrounds appear to benefit most from natural mentoring.”

[https://www.edweek.org/leadership/when-teachers-and-guidance-counselors-become-informal-mentors-students-thrive/2021/07?utm\\_source=nl&utm\\_medium=email&utm\\_campaign=tu&M=62194826&U=3209817&UUID=8bb7c8a990eb2f14b18c8a22d6c866b3](https://www.edweek.org/leadership/when-teachers-and-guidance-counselors-become-informal-mentors-students-thrive/2021/07?utm_source=nl&utm_medium=email&utm_campaign=tu&M=62194826&U=3209817&UUID=8bb7c8a990eb2f14b18c8a22d6c866b3)

**Teaching Profession Why Teacher-Student Relationships Matter**  
Sarah D. Sparks, March 12, 2019

School-based mentors are particularly beneficial to Asian male students, the study found, and Kraft said more research is required to find out why that is. The study also found that students from low-income families see even greater benefits than their more-affluent peers when it comes to reductions in course failure rates and an increase in college-going rates.

Jennifer Kline, a counselor at Festus High School in Missouri, said she makes herself available to all students who need help with homework or a safe space to decompress. Students who don't have strong support at home often are the ones who take her up on that offer, she said.

"I meet the needs of all my students, but I tend to find the ones who need that little bit extra and spend that time with them," she said.

For instance, Kline developed a relationship with one student who transferred to Festus High School partway through her freshman year. Over time, the girl, who had been to 18 different schools and was placed in foster care at age 16, began confiding in Kline, telling her things she had never told anyone else. Kline helped make sure the student had more structure in her life, and eventually, she began to succeed.

That student had a 60 percent attendance rate when she started at Festus High School, but by the time she graduated, she had a 98 percent attendance rate and had earned all As and Bs her senior year. She went to community college, and is now working to earn both her bachelor's and master's degrees in social work. Kline still keeps in touch with her.

"As soon as you treat them as a person, they start to realize you care," Kline said. "When they know someone's on their side, they don't want to disappoint you."

[https://www.edweek.org/leadership/when-teachers-and-guidance-counselors-become-informal-mentors-students-thrive/2021/07?utm\\_source=nl&utm\\_medium=eml&utm\\_campaign=tu&M=62194826&U=3209817&UUID=8bb7c8a990eb2f14b18c8a22d6c866b3](https://www.edweek.org/leadership/when-teachers-and-guidance-counselors-become-informal-mentors-students-thrive/2021/07?utm_source=nl&utm_medium=eml&utm_campaign=tu&M=62194826&U=3209817&UUID=8bb7c8a990eb2f14b18c8a22d6c866b3)

## **Mentoring is more common in certain schools**

The prevalence of mentorship in school communities varies significantly, the study found, with mentoring rates more than twice as high in some high schools. The authors found three significant predictors of why mentorships develop in certain schools more than others:

- Students have a strong sense of belonging in the school community.
- Class sizes are smaller. The study estimates that for every 10 fewer students in a classroom, the probability a student forms a mentorship with an educator increases by about 20 percent.

- There are more sports teams for students to join.

Kraft said school leaders should also focus on fostering a diverse and supportive school environment where educators have the capacity to engage in these informal mentorships. But leaders shouldn't try to force these relationships, which by definition are naturally developing, Kraft warned: "It wouldn't be authentic if we tried to take a more heavy-handed approach."

This fall, students are expected to return to classrooms [dealing with trauma](#), with many [having fallen behind academically during the pandemic](#). Strong educator-student relationships will be key to helping students thrive, Kraft said.

"When we think about what an effective school is and does, we need to expand our vision beyond what happens inside of classrooms and on playing fields to those types of relationships that take place on the margins of schooling," he said.

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[Madeline Will, Staff Writer, Education Week](#) Madeline Will is a reporter for Education Week who covers the teaching profession.

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National Institute for Excellence in Teaching: <https://www.niet.org/>

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- [The Rubric is Holistic: Impact of Thinking & Problem Solving on Student Engagement](#)
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